

## **Cooperative Learning**

### **One Stray**

#### **Steps**

1. The teacher poses a question.
2. The teams of four discuss the question (use team cooperative structure).
3. In the first round the designated #1 travels to another team to share his/her team's ideas.
4. After discussion all members return to their original teams.
5. Repeat until all members have had an opportunity to stray.

## **Cooperative Learning**

### **Three Step Interview**

#### **Steps**

1. In pairs, one student interview another.
2. The students reverse roles.
3. In their teams of four, the students round robin to share what they learned about their partner.

## **Cooperative Learning**

### **Think-Pair-Share**

#### **Steps**

1. The teacher poses a problem or asks a question.
2. Students think about the answer for a set amount of time.
3. Students pair up and discuss their responses.
4. Students share their answers with the class.

## **Cooperative Learning**

### **Think-Pair-Square**

#### **Steps**

1. The teacher poses a problem or asks a question.
2. Students think about the answer for a set amount of time.
3. Students pair up and discuss their responses.
4. After partner discussion, two pairs meet (square) to share.
5. Write responses on chart paper or do a quick whip through the class (Students respond quickly one after the other).

## **Cooperative Learning**

### **Inside/Outside Circle**

#### **Steps**

1. The students form two concentric circles
2. The students face each other and discuss a topic, practice a skill or share something about themselves.
3. The students rotate to the right or left and move around the circle to a new partner.

## **Cooperative Learning**

### **Within-Team Jigsaw**

#### **Steps**

1. Each student from a team works independently to master a bit of new material.
2. Students do a round robin to share their knowledge with their teammates.
3. There is an assessment of all students.

## **Cooperative Learning**

### **Numbered Heads Together**

#### **Steps**

1. The students number off.
2. The teacher poses a question.
3. The students put their heads together and discuss the answer.
4. The teacher calls a number.
5. The numbered student responds.

## **Cooperative Learning**

### **Partner-Expert-Group Jigsaw**

#### **Steps**

1. Each student is assigned a like-topic partner from another team.
2. The partners meet to master the material.
3. The partners pair to become an expert group to discuss the material, checking for completeness and agreement.
4. The partners meet again to prepare and practice the presentation they will make to their teams.
5. The teams meet and the members make their presentations.

## **Cooperative Learning**

### **Roundtable (Sequential)**

#### **Steps**

1. The teacher asks a question with many possible answers.
2. One student writes a response.
3. The student passes the paper to the next teammate.
4. Repeat until all students have written a response.
5. Upon completion, these responses make a list of possible answers.

## **Cooperative Learning**

### **Rallytable**

#### **Steps**

1. The teacher asks a question with many possible answers.
2. Partners on each team pass an paper back and forth for responses.
3. Repeat until all students have written a response.
4. Upon completion, these responses make a list of possible answers.
5. Upon completion, these responses make a list of possible

## **Cooperative Learning**

### **Showdown**

#### **Steps**

1. One teammate reads a provided question aloud.
2. All students work independently to solve the problem or answer the question.
3. When a teammate calls “Showdown, all students show their answers.
4. They then celebrate or coach.

## **Cooperative Learning**

### **Fan-n-Pick**

#### **Steps**

1. Student 1 holds question cards in a fan and says, “Pick a card, any card!”
2. Student 2 picks a card, reads the question out loud and allows five seconds of think time.
3. Student 3 answers the question.
4. Student 4 restates the answer.
  - a. For right or wrong answers, Student 4 checks and then either praises or coaches.
5. Students rotate roles one clockwise for each new round.

## **Cooperative Learning**

### **Snowball**

#### **Steps**

1. Half the students in the class receive questions to answer or terms to define written on a colored sheet of paper. The other half of the students receives answers to the questions or a definition for a vocabulary term written on a different color of paper.
2. All students with the same color of paper line up and face the others who have a different color.
3. The teacher draws an imaginary line down the center and instructs the students to wad up their papers and toss them over the imaginary line.
4. Each student collects one of the snowballs that falls on their side of the line and then tries to find the student who is holding the match.
5. Students pair up, check their pairing with the teacher, and reform into two lines to repeat.

## **Cooperative Learning**

### **Virginia Reel**

#### **Steps**

1. Students form two lines, facing each other.
2. One line of students has a question, statement or problem written on an index card; this includes the answer.
3. The students with the cards read the question to their partners, waits for a response and checks to see if it is correct.
4. At the teacher's cue, one line shifts one partner to the right; the end circles around to the beginning.
5. Repeat until students are exposed to as many cards as possible.

## **Cooperative Learning**

### **Reader-Writer-Speaker Response Triads**

#### **Steps**

1. Assign each student to a triad and a beginning role (reader, writer, or speaker).
2. The reader reads a question, article or adapted text.
3. The writer writes or draws the group's response.
4. The speaker reports the group's response to the class.
5. Rotate roles as necessary.
6. During the process all members should coach the active member.

## **Cooperative Learning**

### **Corners**

#### **Steps**

1. The teacher announces "corners." Then she announces the choices for each corner of the room.
2. Students are then given a small amount of silent think time to make a choice. They will write the name of their corner on a piece of paper but should not discuss it with anyone else.
3. Teacher tells students to go to their chosen corners. Once they are in their corner, they must find a partner to talk with – someone not on their regular team.
4. Pairs will then discuss the reason(s) for their choice. Teacher will then select a few students from each corner to share what his or her partner shared.